



**Teacher Training on the
Revised ELA Standards**

ELA K-5



Welcome

Agenda Day 2

| Time | Content |
|-------------|---|
| 8-11:15 | Part 4: Assessment & Instructional Materials • M7: Connecting Standards and Assessment |
| 11:15-12:30 | Lunch (on your own) |
| 12:30-4 | • M8: Evaluating Instructional Materials Part 5: Putting it All Together • M9: Instructional Planning |

Norms

- Keep students at the center
- Be present and engaged
- Be reflective and solutions oriented
- Challenge ideas with respect
- Monitor airtime

Today's Goals

- Discuss the role assessment plays in the integrated system of learning
- Discuss the cycle of assessment
- Discuss the four areas of focus for standards-aligned assessments
 - Review and create ELA assessment items
- Develop a process for evaluating instructional materials
- Connect standards and assessment through instructional planning

Key Ideas



Key Ideas



Strong Standards

Standards are the bricks that should be masterfully laid through quality instruction to ensure that all students reach the expectation of the standards.

High Expectations

We have a continued goal to prepare students to be college and career ready.



Key Ideas



Instructional Shifts

The instructional shifts are an essential component of the standards and provide guidance for how the standards should be taught and implemented.

Aligned Materials and assessments

Educators play a key role in ensuring that our standards, classroom instructional materials and assessment are aligned.






Part 4 : Aligned Materials and Assessment

Key Idea






**Assessing Student Understanding:
Grades K–5 ELA**

Think About It...

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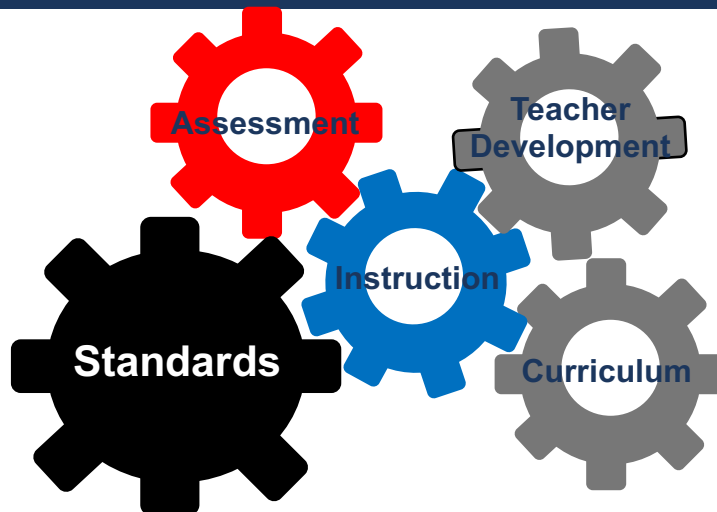


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Goals

- Discuss the role assessment plays in the integrated system of learning
- Discuss the cycle of assessment
- Discuss the four areas of focus for standards-aligned assessments
 - Review ELA assessment items
 - Create ELA assessment items

Connecting Standards and Assessment



Defining Assessment

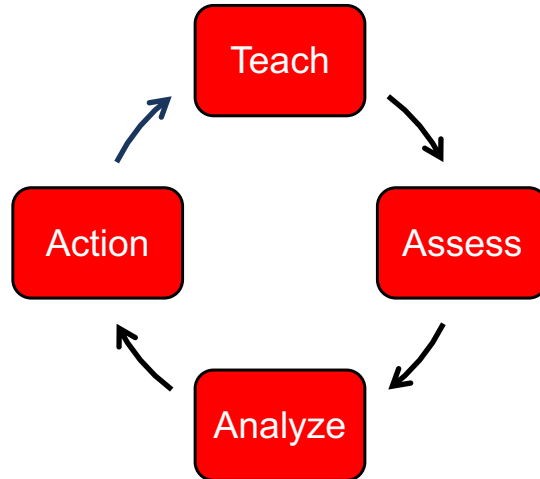
- Assessment is the action or an instance of making a judgment about something.

Turn & Talk

- Considering this definition of assessment, what are educators “making a judgement about” when assessing students?



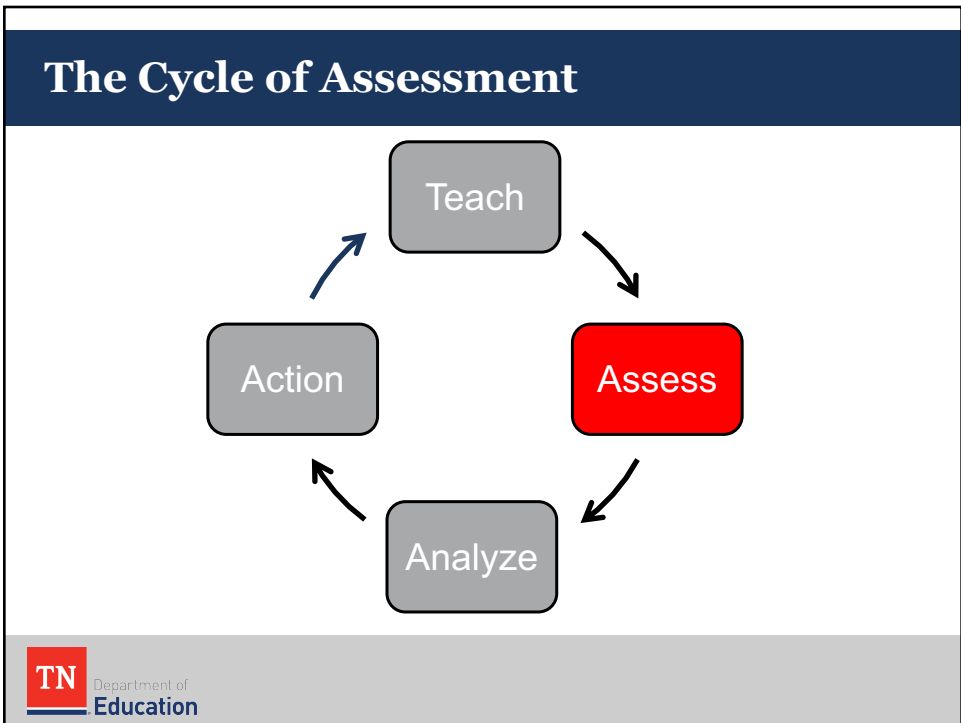
The Cycle of Assessment



Think About It...

“The good news is that research has shown for years that **consistently applying** principles of assessment for learning has yielded remarkable, if not unprecedented, gains in student achievement, especially for low achievers.”

—Black & Wiliam, 1998



Standards Aligned Assessments

Areas of Focus

1. Intent of the Assessment
 - Summative
 - Formative
2. Content and Structure of Assessments
3. Analysis of Assessments



Standards Aligned Assessments

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Formative vs Summative

How are the results used?

| Formative | Summative |
|-----------|-----------|
| | |

Intent of Assessments

“Benchmark assessments, either purchased by the district or from commercial vendors or developed locally, are generally meant to measure progress toward state or district content standards and to predict performance on large-scale summative tests. A common misconception is that this level of assessment is automatically formative.”

-Stephen and Jan Chappuis 2012

Standards-Aligned Assessments

Areas of Focus

1. Intent of the Assessment

- Summative
- Formative

2. Content and Structure of Assessments

3. Analysis of Assessments



Quality Assessments

Universal Design Principles:

- No barriers
- Accessible for all students
- Upholds the expectations of our state standards



Developing a Classroom Assessment

The diagram consists of six interlocking puzzle pieces arranged in a 2x3 grid. The top row pieces are red, blue, and red. The bottom row pieces are blue, red, and blue. The text on the pieces is as follows:

- Top-left (red): Identify targeted standards
- Top-middle (blue): Identify essential understandings
- Top-right (red): What types of questions should I ask?
- Bottom-left (blue): Deconstruct standards
- Bottom-middle (red): What essential understandings do I want my students to display mastery of now?
- Bottom-right (blue): Will this generate the data that I really need?

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Inventory for Classroom Assessment

```
graph LR; A[Purpose of Assessment] --> B[Formative]; A --> C[Summative]; B --> D[What questions do I have?]; B --> E[What questions do I still need?]; C --> F[What questions do I have?]; C --> G[What questions do I still need?]; D --> H[Item Review]; E --> I[Item Writing]; F --> J[Item Review]; G --> K[Item Writing];
```

The flowchart starts with a central box labeled "Purpose of Assessment". It branches into two main categories: "Formative" and "Summative".

- Formative** (red box) branches into:
 - What questions do I have? (dark blue box) → Item Review (light blue box)
 - What questions do I still need? (dark blue box) → Item Writing (light blue box)
- Summative** (red box) branches into:
 - What questions do I have? (dark blue box) → Item Review (light blue box)
 - What questions do I still need? (dark blue box) → Item Writing (light blue box)

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Item Review Activity

Grade 3

3.RI.KID.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

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Which Item Provides a Better Lens into Student Understanding?

Item 1: Which sentence best supports the main idea that the students at Lakeview Elementary learned many valuable lessons while planting a school garden?

- A. “While planting the garden, the students had to learn how best to make the plants grow and how to work together to make the garden a success.”
- B. “The vegetables grown in the garden were a delicious addition to the cafeteria menu.”
- C. “I was impressed with their hard work and determination to make the garden a success’ said Principal Tidwell.”
- D. “Many of the students volunteered to stay after school to work in the garden.”

Item 2: What is the main idea of the passage?

- A. The students volunteered their time to make the garden a success.
- B. The students ate the vegetables they grew in the garden.
- C. The students learned many valuable lessons while planting a school garden.
- D. The students’ hard work made their principal and teachers proud.

Assessment Terminology

Item Type

- Selected response
- Open response
- Verbal
- Extended writing

Item Components

- Stimulus** – the passage(s)
- Stem** – the question that is asked
- Key** – the correct answer
- Distractor** – an incorrect answer
- Rationale** – the reason an answer is correct or incorrect

Examining Items: Formative vs. Summative

What is the question actually asking?

Is the question aligned to the depth of the standard?

Are the answers precise?

Is the wording grade appropriate?

Is the question aligned to the standard?

Do the distractors give insight into student thinking?

Is the entire standard assessed?

Is the question precise?

Is there a better way to assess the standard?

Item Assessment Activity

You will read a passage and look at four assessment items connected to that passage. For each provided item, think about the things we just discussed. Decide if you would keep the item, revise the item in some way, or choose to exclude it when building a classroom assessment.

Look first at the items independently. Then you may work with a partner to complete the activity.

Item 1: Keep, revise, or exclude?

Question 1 (2.RL.KID.1)

What happens after lightning strikes the maple tree?

- A. The family built a house for the birds.
- B. The family jumps in leaf piles.
- C. Katie and Daddy plant a sapling.
- D. Katie and Daddy sit in the shade.

Item 2: Keep, revise, or exclude?

Question 2 (2.RL.CS.5)

Why does Katie feel better at the end of the story?

- A. Her picture reminds the family of the old maple.
- B. The sapling grows leaves that change color.
- C. Her picture helps to heal the old maple.
- D. The sapling gives hope to the family.

Item 3: Keep, revise, or exclude?

Question 3 (2.FL.VA.7a)

What is the meaning of the word shelter in paragraph 11?

- A. to cover up
- B. catch hold of
- C. stand near to
- D. want more of

Item 4: Keep, revise, or exclude?

Read this sentence from the story.

In the springtime, new leaves unfurled, fresh and green.

Based on the sentence, what happened to the leaves in the spring?

- A. They fell to the ground.
- B. They provided shelter.
- C. They spread out.
- D. They blew in the wind.

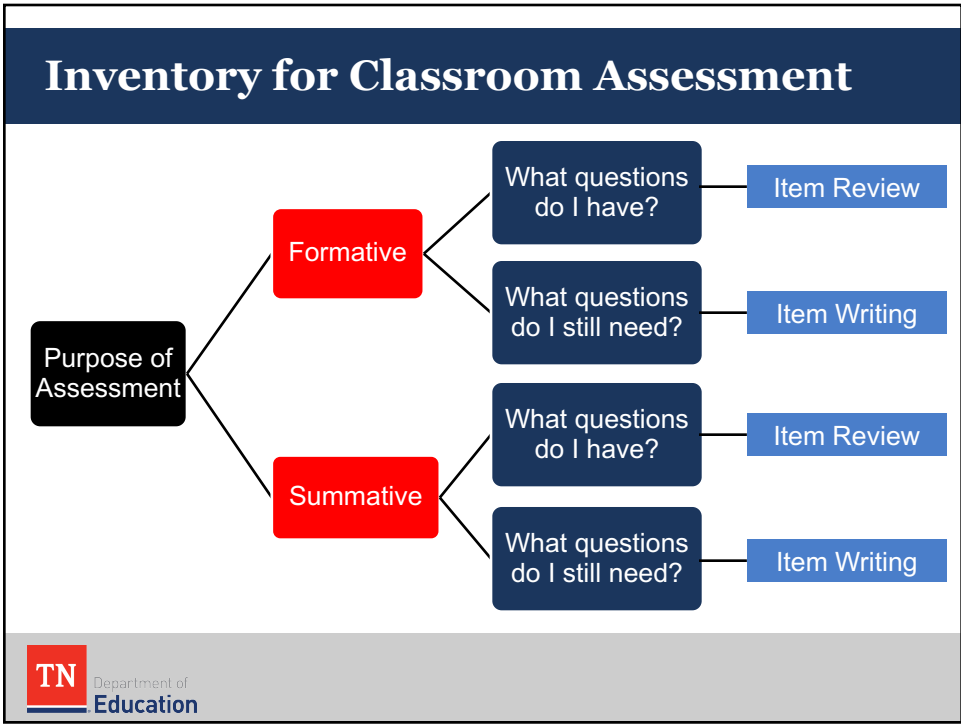
Turn & Talk

- Share one or two “ah-ha” moments from this activity with your table partners.



10-Minute Break





Item Writing-Formative Assessments

What is the question actually asking?

Across all items, are there questions aligned to the depth of the standard?

Are the answers precise?

Is the wording grade appropriate?

Is the question aligned to the standard?

Do the distractors give insight into student thinking?

Is the entire standard assessed in the suite of items?

Is the question precise?

Is there a better way to assess the standard?

Standards-based

Before you actually start writing items:

- Think about the *purpose* of the assessment as a whole. Is it formative or summative?
- Read the standards carefully with the assessment purpose in mind. Ask yourself: “What skills/knowledge are the standards asking the student to display?”
- Revisit the “I can” statements or “essential questions” you wrote for the standard(s). They may provide guidance as you write items.
- Brainstorm.

Standards-based

Grade 2

2.RL.CS.4: Describe how words and phrases supply meaning to a story, poem, or song.



Formative Assessment

Verbal Response:

Which words help you understand the changes to the tree in the springtime?

How do those words help you understand the changes?



Formative Assessment

Open Response:

What words from the passage help you understand the meaning of the word welcomed as its used in paragraph 5?

Formative Assessment

Selected Response:

How does the phrase “burst into song” help you understand the setting during the springtime?

- A. the trees are talking
- B. the yard is too noisy
- C. the leaves are falling
- D. the backyard is changing

Recap: Big Ideas

- Formative Assessments MAY need items that scaffold in order for the teacher to diagnose what a student does/does not understand.
- Effectively writing “I can” or “Essential Questions” helps target assessment items specifically to standards.
- It is very difficult to formatively assess student understanding through a single item.
- It’s important to ask yourself the 9 essential questions during item review or item writing.

Quality Assessments

Universal Design Principles:

- No barriers
- Accessible for all students
- Upholds the expectations of our state standards

Recap: Item Types and Components

Item Type

Selected response (e.g., multiple choice, multiple select, 2 part evidence based, etc.)

Open response (e.g., fill in the blank, short answer, etc.)

Verbal response (e.g., check for understanding, formal presentation, etc.)

Extended writing (e.g. prompt, research project, etc.)

Item Components

Stem – the question that is asked

Key – the correct answer

Distractor – an incorrect answer

Rationale – the reason an answer is correct or incorrect

Item Writing-Your Turn

- You will be provided a set of standards and two options for item writing.
- In both options, you will be writing standards-based items for the passage you analyzed yesterday.
- Once you have finished writing items, you will post them for our gallery walk.
 - Please post the coding for the standard(s) to which your items are written.
 - You do not have to post the rationales.
- You may work with a partner.

Your Turn: FORMATIVE Item Writing

| Option 1 | Option 2 |
|--|--|
| <ol style="list-style-type: none"> 1. Choose 3 reading standards. 2. Write an item to assess each standard that you would use on a formative assessment. 3. Try to write at least one multiple choice or multiple select item. Focus on writing distractors that provide instructional information. | <ol style="list-style-type: none"> 1. Choose 1 standard. 2. Write 3 formative assessment items to the single standard that you select. Make sure that each item requires students to demonstrate a different level of understanding of the standard. 3. Try to write at least one multiple choice or multiple select item. Focus on writing distractors that provide instructional information. |

Gallery Walk

As you look at/review your colleagues items, look for similarities and differences in the items created.



Turn & Talk

Reflect on your experience writing assessment items and discuss:

- What was challenging about this experience?
- What did you learn from this experience?
- What supports do you need to better understand the relationship between standards and assessments in this way?



Analyzing Assessments

Standards Aligned Assessments

Areas of Focus

1. Intent of the Assessment
 - Summative
 - Formative
2. Content and Structure of Assessments
3. Analysis of Assessments

Analysis of Assessment

- Is the data from assessments being analyzed?
- How is it analyzed?
- On which questions did students perform well? Why?
- On which questions did students perform poorly? Why?
 - Were there issues with poorly written questions, questions not really aligned to standards, or multiple correct answers?

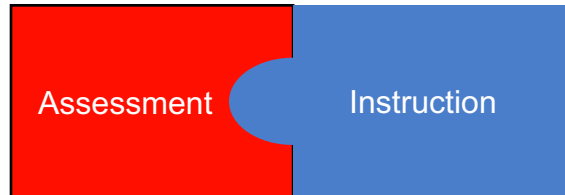
Did You Know...

- In general on the 2nd grade stand alone field test students performed better on writing to literary text as opposed to informational text. Why?
- Students demonstrated better understanding in Reading: Informational Text than Reading: Literature in English I. Why?



Taking Action

Action

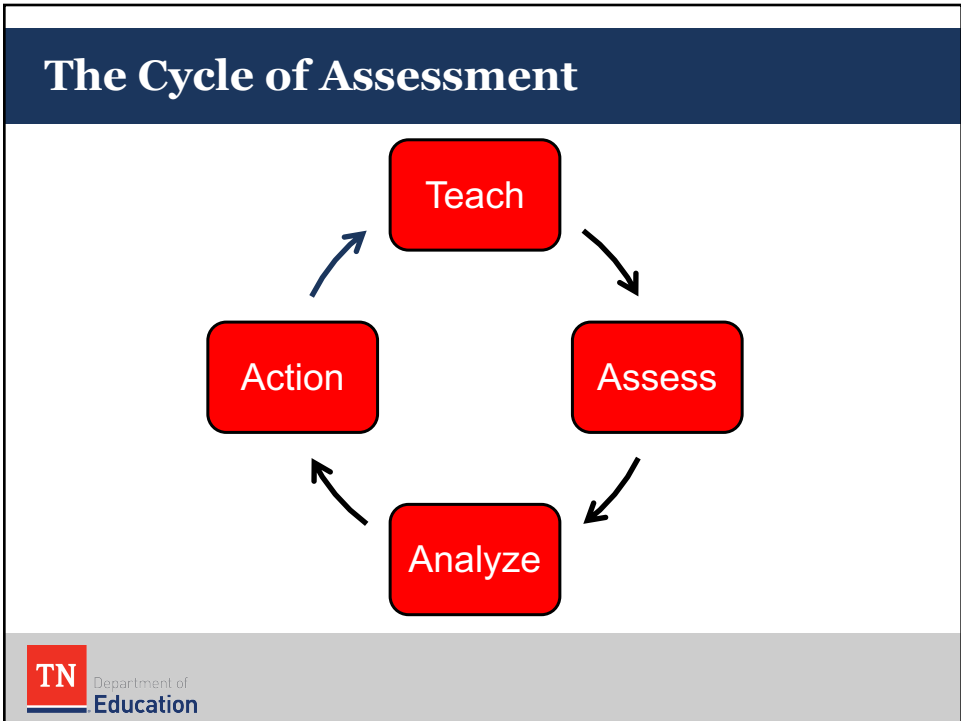


- How is instruction changing/adapting as a result of student data?
- Are results shared with all stakeholders (including students)?
- Are assessments adapted to address weaknesses found?

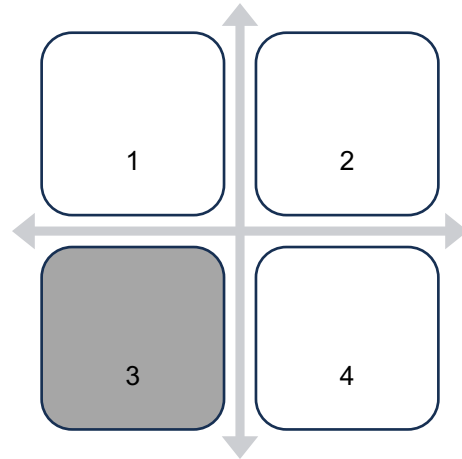
Think About It...

“The assessments will produce no formative benefit if teachers administer them, report the results, and then continue with instruction as previously planned.”

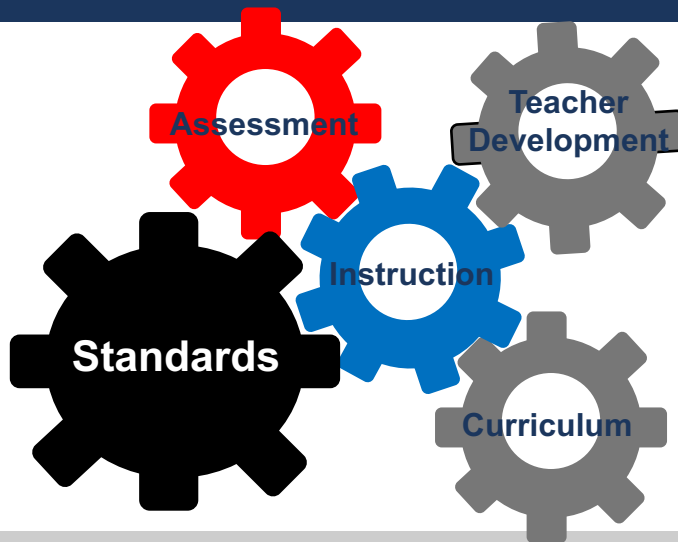
—Stephen and Jan Chapuis, 2012



Appointment with Peers



Connecting Standards and Assessment




Lunch Break: 1 hour 15 minutes



Please Sign In!





**Module 8:
Evaluating
Instructional
Materials**

Google Search


ELA Units - Google Search x

Secure | https://www.google.com/#q=ELA+Units&*&dlnr=1

Google ELA Units

All Shopping Images Videos News More Settings Tools

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Goals

- Define what is meant by quality instructional materials.
- Know which key criteria to use for reviewing materials, lessons, and/or units for alignment and quality.
- Evaluate materials using a screening instrument.

Key Question

How can we ensure that our instructional materials address the depth of the academic expectations and the instructional shifts of text complexity, evidence, and knowledge of the TN State Standards?





Rationale

“There is strong evidence that the choice of instructional materials has large effects on student learning – effects that rival in size those that are associated with differences in teacher effectiveness.”

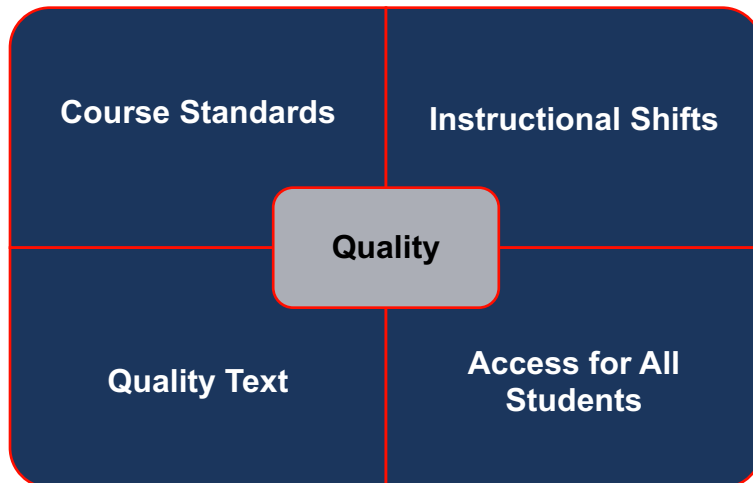
— Matthew Chingos and Grover Whitehurst, 2012

Turn & Talk

- When choosing instructional materials, what should a teacher consider?



Key Criteria for Instructional Materials



Step One: Focus on the Standards

Part A: Non-negotiable Alignment to the depth and rigor of the standard

- Are *current* Tennessee standards for the grade level addressed?
- Are standards integrated within the instructional material?
- Are the materials standards based built on the progression of the skills, tasks and texts within the grade band?

Step Two: The Instructional Shifts

- **Text Complexity**
 - Regular practice with complex text and its academic vocabulary
- **Evidence**
 - Reading and writing grounded in evidence from both literary and informational text
- **Knowledge**
 - Building knowledge through content-rich literary and informational text

Step Two: Text Complexity

Part B: Non-negotiable

Materials include grade-level texts as determined by quantitative and qualitative measurements.

Regular practice with complex text and its academic vocabulary

- Text plays a central role in each lesson.
- Text selection should include an equal representation of both literature and informational text. 50 percent of the text selected should include literature with introduction to the different genres while 50 percent should include informational text with introduction to the different text features and text structures in scientific and social studies text..

Step Two: Evidence

Non-negotiable: Reading and writing grounded in text-dependent questions. 100% of all questions and tasks require students to draw on textual evidence to

- support inferences and conclusions, building a deep understanding of the central ideas of the text.
- Writing to sources: The majority of writing tasks require students to respond to texts and/or include textual evidence in their writing.
- Evidence-based discussions: Materials provide students the opportunity to engage in collaborative discussions that are grounded in text.

Step Two: Knowledge

Non-negotiable: Building knowledge through content-rich literary and informational text?
 Text Sets: Materials provide a strategic sequence of texts organized around a variety of topics or concepts.

Students build knowledge systematically through interacting with the texts.

- Vocabulary: Materials provide intentional and contextual instruction for tier II and tier III vocabulary.
- Culminating tasks: Materials provide students with multiple opportunities to conduct short- and long-term research projects and to demonstrate their knowledge of a topic or concept.

Step Three: Additional Criteria


- Key Areas of Focus
- Student Engagement and Instructional Supports
- Monitoring Student Progress



**Instructional Materials:
Using a Review Process**

Instructional Materials Review

- Use the rubric to evaluate the first unit.



Instructional Materials Review

- Use the rubric to evaluate the second lesson/unit.

Making it Stronger

Let's look back at the unit that missed the mark.

What were the problems we identified with this lesson?



Making it Stronger

You will work in groups by grade level to examine the lesson plan and make necessary adjustments in order for that plan to be appropriate for the students you teach.



Making it Stronger: Step 1

Based on *grade-level standards*, what should the desired results of this lesson be?



Making it Stronger: Step 2

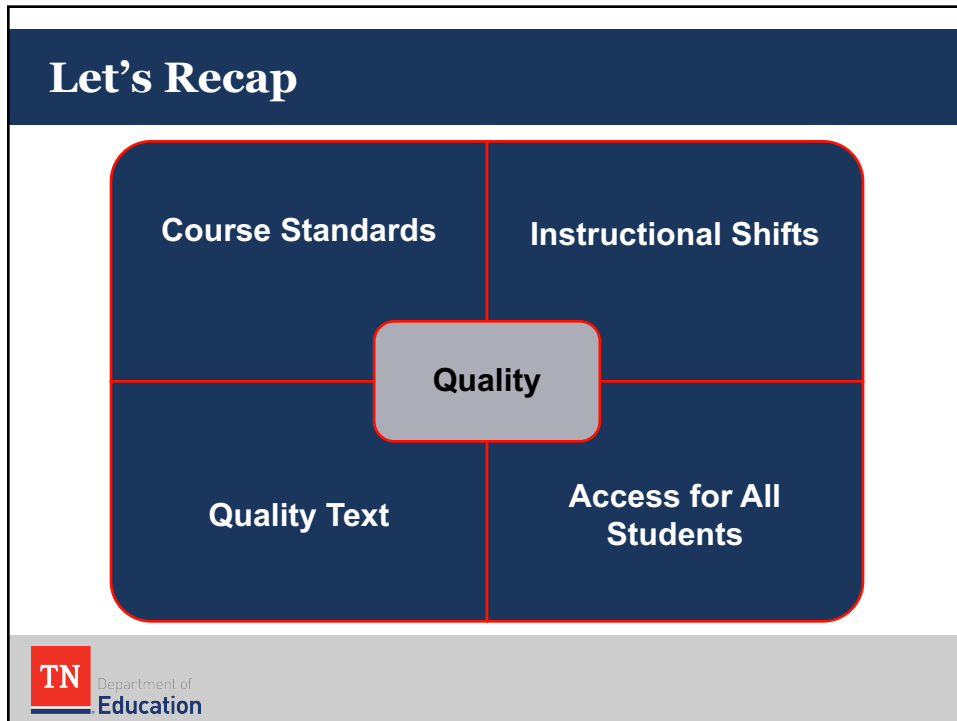
What is an appropriate assessment for the learning that will occur in this lesson?



Making it Stronger: Part 3

What instructional strategies and questioning will be used that accomplish the demand of the standard and align with the standard(s) and assessment?





ELA Standards Revisions: Potential Gaps in Materials

Grades K–2:

- Increased writing expectations
 - The revised standards introduce many writing skills in Kindergarten instead of waiting until grade 3. These include a focus on:
 - Development, organization, and style
 - Fluency and stamina

Grades K–5:

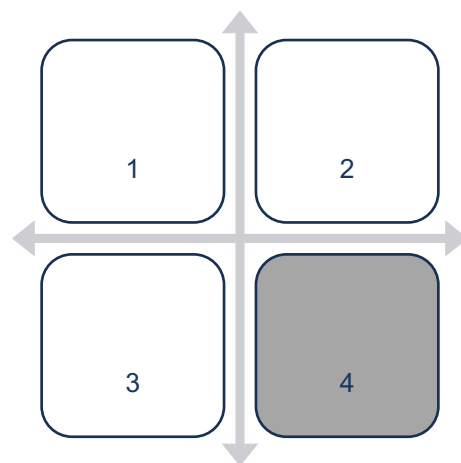
- Embedded foundational skills
 - The revised foundational literacy standards emphasize teaching the standards in integration, not isolation.
 - Skills should be taught in connection to text.

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Best Practices

- While our standards have undergone mostly minor revisions, it's important to review instructional materials you use to determine where you have strong alignment to standards and where you may have gaps to fill.
- **School leaders and teachers should engage in reviewing instructional materials on an ongoing basis to develop pedagogy and capacity.**

Appointments with Peers



Module 8 Review

- Key criteria for instructional materials **MUST** include:
 - A strong focus on the standards
 - An evident focus on the instructional shifts: the use of complex text and its vocabulary, reading and writing grounded in evidence from literature and informational text, and building knowledge through high-quality and content-rich texts.
 - Additional criteria: Key areas of focus, student engagement and instructional supports, and monitoring student progress.

Part Four



Aligned Materials and Assessments

Educators play a key role in ensuring that our standards, classroom instructional materials and assessments are aligned.

10-Minute Break



Part 5: Putting it All Together

Key Ideas

Strong Standards

High Expectations

Instructional Shifts

Aligned Materials and Assessments

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**Module 9:
Instructional
Planning**

Goals

- Create a standards-based lesson that sets high expectations, demonstrate the instructional shifts, and uses aligned instructional materials and assessments.
- Understand intentional instruction as a bridge between good standards and assessment.

Quotes

“If we teach today’s students as we taught yesterday’s, we rob them of tomorrow.”

—John Dewey

“Education is not the filling of a pail, but the lighting of a fire.”

—William Butler Yeats

“A teacher affects eternity; he can never tell where his influence stops.”

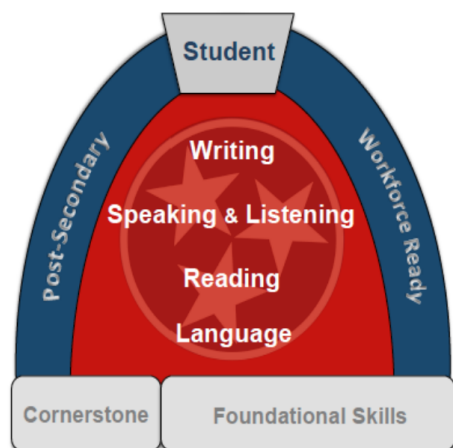
—Henry Adams

Tier I Instruction

“When Tier I instruction is functioning well, it should meet the needs of 80–85 percent of the student population.”

#teachergoals

Understanding the Standards



Essential Understanding:

- Demand of the standard
- Progression of the standard
- Assessment of the standard

Integration of Standards

“The standards should be taught in a balanced and integrated manner that emphasizes the interconnectedness of the strands, and students should be given regular opportunities to apply and connect standards in a range of ways.”

—RTI² Framework



Integration of Standards

- How do multiple standards work together in order for students to make meaning of text?
- How can teachers plan for standards integration in a way that produces students who are both good readers *and* writers?

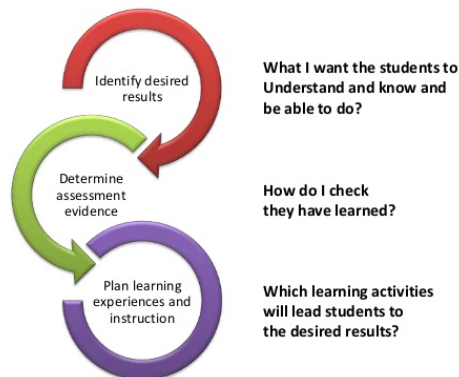


Questions to Consider When Planning

- How much time are your students spending engaged with text?
- In what ways do you purposefully plan for your students to engage with multiple pieces of text in order to build knowledge around a topic?
- How do student activities relate back to text?
- What opportunities do you provide your students with to speak and write about what they have learned?

Backward Design

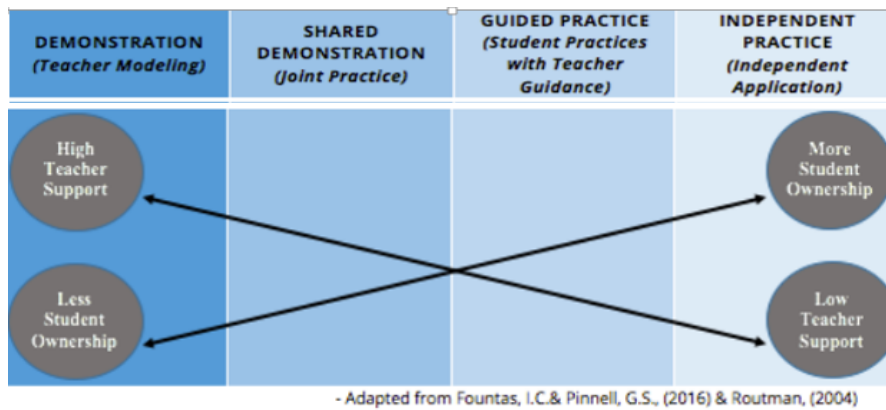
The Backward Design Process



Two Different Approaches

| Thinking like an Assessor | Thinking like an Activity Designer |
|--|--|
| What would be sufficient & revealing evidence of understanding? | What would be interesting & engaging activities on this topic? |
| What performance tasks must anchor the unit and focus the instructional work? | What resources and materials are available on this topic? |
| How will I be able to distinguish between those who really understand and those who don't (though they may seem to)? | What will students be doing in and out of class? What assignments will be given? |
| Against what criteria will I distinguish work? | How will I give students a grade (and justify it to their parents) |
| What misunderstandings are likely? How will I check for those? | Did the activities work? Why or why not? |

Gradual Release Model



Response to Instruction and Intervention

- The first “I” in RTI² is **instruction**; strong Tier I instruction is the foundation of RTI².
- Core instruction and grade-level expectations are delivered to all students through the Tier I instructional block. In fact, this is where students spend the majority of their day.
- The hallmarks of effective Tier I instruction: high expectations, standards-based whole group and small group instruction, a balance of skills-based and knowledge-based competencies in reading, differentiation, and purposeful use of data.



All Means All

- Tier I instruction, also known as core instruction, provides rich learning opportunities for **all** students that are aligned to the Tennessee Academic Standards and are responsive to student strengths and needs through **differentiation**.
- The **entire range of learners**, including those identified with disabilities, students who are identified as gifted, and English learners, are included and **actively participate** in Tier I instruction. Differentiation, based on multiple sources of data, is a hallmark of Tier I.



Differentiation

Teachers can differentiate by adjusting

| | | | |
|--|--|--|---|
| Content The information and ideas students grapples with to reach the learning goals | Process How students take in and make sense of the content | Product How students show what they know, understand, and can do | Affect/Environment The climate or tone of the classroom |
|--|--|--|---|

according to the student's

| | | |
|---|--|---|
| Readiness A student's proximity to specified learning goals | Interest Passions, affinities, kinships that motivate learning | Learning Profile Preferred approaches to learning |
|---|--|---|

through a variety of instructional strategies, such as

learning/interest centers, RAFTs, graphic organizers, scaffolded reading/writing, intelligence preferences, tiered assignments, learning contracts, menus, tic-tac-toes, complex instruction, independent projects, expression options, and small-group instruction

Student Activity

- **Application: Standards and the Students**
- As our work in previous modules highlighted, students are the keystone of Tennessee's academic standards. For this activity, you will work with a team to consider one of the academic strands in relation to a case study student.



Student Activity

- Grade-level teams are assigned a student and an academic strand.
- The team lists “I can” statements of traits/skills they expect their student to accomplish to meet grade-level standards for the given academic strand. Refer to the standards.
- Relate your grade-level student’s strengths and weaknesses to the academic demands for your assigned strand. How will you best address your student’s needs?
- Create a diagram of your student with the “I can” statements and be able to discuss how you will help your student succeed despite any challenges he/she may be facing.

Reflection

- How will what you have learned in the last two days impact your planning and instruction?
- What are your thoughts about integration of standards and how will it change instruction and student learning?



Part Five



Strong Standards

Standards are the bricks that should be masterfully laid through quality instruction to ensure that all students reach the expectation of the standards.

High Expectations

We have a continued goal to prepare students to be college and career ready.

Part Five



Instructional Shifts

The instructional shifts are an essential component of the standards and provide guidance for how the standards should be taught and implemented.

Aligned Materials and Assessments

Educators play a key role in ensuring that our standards and classroom instructional materials, and assessments are aligned.



Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.

Excellence | Optimism | Judgment | Courage | Teamwork